



PROFESSIONAL COMPETENCIES OF TEACHERS IMPROVEMENT METHODS

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Article history:	Abstract:
Received: 10 th August 2021 Accepted: 11 th September 2021 Published: 8 th October 2021	This article deals with the education of a highly educated and intellectually developed generation, the creation of a pool of competent scientific and pedagogical staff in higher education, further improving the professional competencies of teachers in improving the quality of professional training of students in higher education in the process of developing civil society based on democratic principles.
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Further development of the Republic of Uzbekistan in 2017-2021 Strategy for action At the same time, many reforms in the country emphasize the need to further improve the professional competencies of teachers in improving the quality of professional training of students in the higher education system in the process of developing a civil society based on democratic principles. The ability to withstand strong competition, which is a priority in the labor market in the context of market relations, indicates the need to have professional competence from each specialist in order to gradually increase it. When implementing these tasks in the context of education, it is required to create effective innovative models based on the principles of multi-stage membership, continuity and consistency, and the development of professional competencies of teachers.

With the development of globalization and international integration, the expansion of socio-economic relations, there is a need for mechanisms that make it possible to quickly exchange information about professional competencies, and these issues determine the relevance of this topic. It is important to increase the intellectual potential of future teachers in higher educational institutions, to acquaint them with innovative educational technologies, new innovative forms, methods and tools of teaching, to acquaint teachers with the qualities of professional competence and creativity. The concept of "competence" entered the field of education as a result of psychological research. The state educational standard of general secondary education, approved by the Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, defines the concept of competence as the ability to apply existing knowledge, skills and competencies in daily activities.

About the Strategy of Actions for the Further Development of the Republic of Uzbekistan. Decree of the President of the Republic of Uzbekistan No. PF-4947. February 7, 2017.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 "On approval of state educational standards for general secondary and secondary specialized, vocational education" dated April 6, 2017.

Psychological competence is the ability to "communicate in non-standard situations, how a specialist behaves in unexpected situations, to communicate".

Apply a new approach to working with competitors, perform undefined tasks, use information full of contradictions, have a plan of action in a constantly evolving and complex process. " From the above considerations, we can conclude that competence is the ability of a person to solve a specific problem based on existing knowledge and life experience. One of the important components of introducing innovations into the educational process in higher educational institutions is the professional competence and innovative activity of teachers.

In the scientific context, different approaches are put forward to the concept of professional competence. It is used as a feature that characterizes the specific requirements of an activity for the subject of labor, or, more precisely, the relation of the subject to certain aspects of a particular activity.

For example, the study of the functional development of professional competence by E.F. Zeera shows that various forms of competence are integrated as professional maturity is achieved and that their connection with professionally important personal qualities increases. In particular, the basic levels of professional competence include personality traits that determine professional training and experience, self-awareness, self-confidence, correct acceptance of shortcomings pointed out by other people, and other similar professional maturities.

An analysis of the above points allows one to fully interpret the teacher's professional competence as a set of specific characteristics, such as personal, social, creative, methodological competence. Professional competence is understood as the acquisition by a specialist of knowledge, skills and competencies necessary for the performance of professional activities, and their application in practice at a high level. There are different definitions and approaches to this concept. According to N.M. Muslimov, "competence" means the effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent.

According to V.I. Andreeva, competence is a certain educational, professional and other are the emerging integral indicators that are manifested when solving complex problems, this is the level of readiness of the individual, which includes positive motivation, knowledge, skills, talents and experience of creative activity.

N. V. Tarasova interprets the concept of competence as a general ability based on knowledge, values and perception, which allows you to provide a connection between knowledge and the situation, knowledge and action aimed at solving a problem. Professional competence involves the acquisition by a specialist of integral knowledge and actions in each independent direction, and not the acquisition of specific knowledge and skills. Competence also requires constant enrichment of professional knowledge, the ability to study new information, understand important social requirements, be able to search for new information, process it and apply it in their work. Professional competence manifests itself in complex processes, in performing vague tasks, in using conflicting information, in the ability to have a plan of action in an unexpected situation and in other similar situations. Professional pedagogical competence is his professional skill.

This refers to specialists who are well developed, effectively design and manage the learning process and can successfully apply them in the learning process, defining educational reforms, modern requirements, innovative paradigms. This means that the future teacher achieves professional competence through the constant enrichment of his professional and pedagogical knowledge, the acquisition of new information, the search for new knowledge with a deep understanding of the requirements of the time, their processing and effective application in their practice. It should be noted that on the basis of pedagogical professional competence, there are a number of qualities, the essence of which can be explained as follows.

1. Social competence - the ability to be active in social relations, the acquisition of skills, the ability to enter into communicative communication with subjects of professional and pedagogical activity.

2. Special competence - organization of professional and educational activities.

training, rational solution of professional and pedagogical problems, realistic assessment of the results of their activities, consistent development of BMP. They contain the following content:

- Psychological competence - the ability to create a healthy psychological environment in the pedagogical process, the organization of positive communication with students and other participants in the educational process, the ability to timely understand and eliminate various negative psychological contradictions;
- Methodological competence - methodologically rational organization of the pedagogical process, the correct definition of the forms of teaching or educational activities, the ability to choose the appropriate methods and means, their effective application;
- Information competence - search, collection, sorting, processing of necessary, important, necessary, useful information in the information environment and their fast, targeted and effective use;
- Creative competence - a critical and creative approach to teaching, the ability to demonstrate their creativity, the ability to find a wide range of solutions to problems;
- Innovation competence - the promotion of new ideas to improve the pedagogical process, improve the quality of teaching, increase the effectiveness of the educational process, their successful implementation in practice;
- Communicative competence - the ability to sincerely communicate with all participants in the educational process, listen to them, and have a positive influence on them.
- Personal competence - consistent achievement of professional growth, professional development, manifestation of their inner potential in professional activity;
- Technological competence - mastering advanced technologies that enrich professional and pedagogical BKM, the use of modern tools, techniques and technologies;
- Extreme competence - the ability to make rational decisions in the event of emergencies (natural disasters, technological failures), pedagogical conflicts, the ability to act correctly, etc. A number of studies have directly studied the professional competence inherent in pedagogy and its specific aspects.
- Such studies include studies conducted by A.K. Markova and B. Nazarova. In his research, A.K. Markova notes that the professional competence of a teacher consists of the following structural foundations:
 - Special or professional competence (high level of professional activity organization);
 - Personal competence (self-development, self-expression);
 - Social competence (joint organization of additional events achieve);
 - Individual competence (self-government, professional development and creating news).

In the context of Uzbekistan, the professional competence of the teacher, its features were studied, among which the research of B. Nazarova is of particular importance. According to the researcher, the professional competence of a teacher is based on the following structural foundations:

- special or professional competence (high level of organization of professional activity);
- social competence (joint organization of professional activities, social responsibility);

- autocompetence (the ability to develop socially and professionally);
- Extraordinary professional competence (ability to work in unexpected situations).

Self-improvement and self-development are important for the development of the teacher's professional competence. Myself development objectives through self-reflection and assessment definite. Work on oneself is understood by this specialist as the organization of purposeful, consistent, systematic actions on the way to social and professional development, improvement.

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